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ABSTRACT

A research project addressed the high unemployment rate of Workers' Compensation claimants by the formation of a job-seeking club. Unemployment statistics for this population were compiled. Five percent of the workers were skilled, 14 percent semiskilled, and 60 percent unskilled; 84 percent were male, 91 percent were white, and almost half lacked high school diplomas. Most had held jobs that were physically demanding. The target group consisted of six Workers' Compensation claimants who had permanent disabilities with physical restrictions, were able to work, and were willing to participate. Three preassessment tests were administered to determine existing job-seeking skills. Claimants then were asked to attend a 12-week program incorporating preemployment skills, job-seeking skills, and job search strategies. The results indicated increased posttest scores and increased job placement: half of the claimants found work in appropriate jobs, far surpassing the project's goal of 20 percent placement. The program was judged successful in increasing both job-seeking skills and job placement, and it was recommended for use with other populations lacking job search skills. (Appendixes include 21 references, a specialist-job seeker agreement, a job search test, a job application test, an interview skills test, and a job search log form.) (KC)

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A HEALTH EDUCATION PROGRAM DESIGNED TO INCREASE JOB-SEEKING SKILLS FOR WORKERS' COMPENSATION CLAIMANTS

by

Florette L. Ames

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education,
Nova University, in partial fulfillment of the requirements
for the degree of Master of Science.

July 1991

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Abstract

A Health Education Program Designed to Increase Job-Seeking Skills for Workers' Compensation Claimants.
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Descriptors: Vocational Education/ Vocational Rehabilitation/ Job Seekers/ Job Search/ Job Club/ Employability Skills/ Work Establishment Skills/ Disability/ Handicap/ Workers' Compensation/ Critical Thinking/

The high unemployment of Workers' Compensation claimants was studied and addressed by the implementation of a job-seeking club. Unemployment statistics of this population were compiled and three pre-assessment tests were administered to determine existing job-seeking skills. The target group consisted of six Workers' Compensation claimants. Claimants were asked to attend a twelve week program incorporating pre-employment skills, job-seeking skills and job search strategies. The results indicated increased post-test scores and increased job placement. It was concluded that this program was successful in increasing both job-seeking skills and job placement, and therefore could be used with other populations lacking job search skills. Appendices include specialist-job seeker agreement, job search test, job application test, interview skills test and job search log form.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Florette L. Ames

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CHAPTER I

Purpose

Work is intrinsic to human survival and social structures have incorporated methods to care for those individuals and their dependents who were injured or killed while working. In its most basic level this was seen in the master-servant relationship and within the feudal system as "I'll protect you if you provide goods and services for me." (Bowers and Bursinger, 1984) This has been referred to as the compensation principle. It is from this basis that the Workers' Compensation system in the United States has grown to its present form. In the present no-fault Workers' Compensation system, any employee is guaranteed compensation of economic loss, medical expenses, and varying degrees of vocational rehabilitation benefits.

The writer of this study is a medical/vocational rehabilitation specialist who performs many services. Two important services are counseling the injured worker about the injury and general nursing care. Rehabilitation specialists conduct assessments to evaluate the injured worker and to determine potential benefits from services. Rehabilitation providers also may develop vocational training objectives or plans for a

worker who needs additional skills to be employable. They may perform the following placement services: developing and identifying job leads, training of the claimant in job-search and development of job-readiness skills. The setting is an insurance company which services more than 6000 employers for their Workers' Compensation coverage. This insurance carrier manages the Workers' Compensation claim from the date of injury until the injured worker is able to return to work or the case can be closed. This includes all medical management, vocational placement and payment of lost wages.

The injured workers, who are the recipients of these services, are referred to as claimants. This writer's caseload included 35 claimants all having been employed in blue collar type jobs at the time of injury. Typically, this type of employment has resulted in multiple fractures, spinal cord injuries, back injuries, major surgical repairs, serious trauma injuries and burns. Following injury, these claimants have all lost time from work and were unable to return to work with their previous employers.

For the purpose of this study, the target group consisted of Workers' Compensation claimants that had been referred to rehabilitation and were an assigned part of this writer's caseload. All of these claimants had

permanent disabilities with physical restrictions outlined by their physician.

Demographic data revealed that these claimants were predominantly male (84 percent) and white (91 percent). Their level of job skills were five percent skilled, fourteen percent semi-skilled and sixty percent unskilled. Their education level varied from a low of first grade to one claimant having his Bachelor of Science degree. Of the total caseload, 44 percent of the claimants did not have a high school diploma or graduate equivalency diploma(GED). This group predominantly had jobs that were physically demanding. Only eleven percent of their previous jobs were described as light duty or sedentary work according to the 1986 Occupational Information for Career Guidance. The remaining 89 percent of the jobs were described as medium, heavy or very heavy duty work.

The setting for this program was within the confines of the Florida Workers' Compensation law and within the guidelines of the insurance carrier. The program was conducted at a nearby site conducive to vocational assistance.

Review of the literature and statistics revealed that there was a discrepancy between the time it took a Workers' Compensation claimant to obtain a job as compared to the average population. National

unemployment was up to 5.7 percent in October 1990, and the average job search period took up to five months. (USA Today, 1990) In comparing this figure to Workers' Compensation claimants returning to work, this writer had compiled statistics from state-wide rehabilitation case closures within the insurance company. For the period January through November 1990, 1539 cases were closed for a variety of reasons. The ultimate goal for case closure is always a timely return to work for the claimant. Of the 1539, only 521 claimants were returned to gainful employment at the time of case closure which is equivalent to a 66 percent unemployment rate. Among the other reasons for case closures were: 257 monetary settlements, 63 in litigation, 155 lack of cooperation, and 43 claimants refusing a job. Interestingly enough, there were 98 case closures in which the claimant was job ready but still unemployed or job searching.

The length of time that these claimants were job searching varied greatly. The average length of job search was 11.4 months with the shortest job search ending in five weeks. The longest job search documented was thirty-one months ending in a monetary settlement, without job placement. It was clearly evident that Workers' Compensation claimants with their resulting disabilities, are at greater risk for lengthy job searches.

This group of claimants was usually precluded from returning to their former job due to the physical demands of the work being incongruous with their physical limitiations. This inconsistency, coupled with lack of job skills, made the job search difficult for the claimants. Adult Performance Level Studies have found that twenty percent of the adult American public could not perform basic reading tasks such as reading a want ad, completing a job application or addressing an envelope. Another thirty-three percent were functioning with difficulty and thirty-six percent were functionally illiterate. (Haase, 1981) It is evident that newly disabled claimants, lacking education and job-seeking skills, are in great need of job-readiness and life skill training.

The target group was the writer's caseload of 35 Workers' Compensation claimants. The discrepancy gap was 6.4 months between the time it took a Workers' Compensation claimant to obtain a job as compared to the average population.

Outcome objectives were developed using a critical thinking model. Ennis (1985) pointed out that a particular set of objective dispositions are attributes of seeking a clear statement of the question, seeking reason, being well-informed, taking the total situation into account, being open-minded by withholding judgment, taking and changing positions when

evidence and reason warrants. Thus, critical thinking was seen as referring to one's openness to maintain a close examination of problems and circumstances. Openness is necessary to evaluate the pros and cons of the issue or decision alternatives. It refers to a term of evaluation and judgment free of bias and interference.

Five outcome objectives were addressed. After using critical thinking skills over a twelve week project, sixty percent of the claimants who could not return to their former job would be able to identify a suitable career change as supported by the Dictionary of Occupational Titles. Within the twelve week period, twenty percent of the claimants will obtain jobs as demonstrated by active gainful employment.

Within the designated twelve week period, eighty percent of the claimants will to be able to read and interpret the want ads, scoring a fifteen percent increase on the job search post-test. Within this same period, eighty percent of the claimants will score a fifteen percent increase on the application post-test. Eighty percent of the claimants will also be successful in mock interview skills, scoring a fifteen percent increase on the interview post-test.

CHAPTER II

Research and Solution Strategy

Despite over fifty years of Federal attempts to reduce unemployment, large numbers of people remain desperate for an opportunity to work (Solomon, 1985). Unemployment is a complex issue with diverse causes and necessarily diverse solutions.

Advocacy groups and educators, as well as federal legislation have recently attempted to improve the employment possibilities for handicapped persons. Vocational education, special education, vocational rehabilitation, and the Comprehensive Employment and Training Act (CETA) have all been the recipients of federal funds allocated for this purpose. Unfortunately the level of employment for handicapped Americans continues to present a major problem for the nation (Cobb and Larkin, 1982).

It is difficult to fully measure the costs associated with the unemployment of many of our handicapped citizens. Many believe these costs to be exorbitant and, more importantly, largely unnecessary (Cobb and Larkin, 1982). Therefore programs or strategies that seem to move in the direction of maximal benefits based on reasonable costs are of

primary consideration.

Currently, there is only one Federal program aimed specifically at these displaced or dislocated workers, the Jobs Training Partnership Act (JTPA) of 1982 (Solomon, 1985). Unfortunately, these funds are limited and there are now long waiting lists to enter this program. Thus, other strategies for returning the handicapped to gainful employment must be explored.

The rehabilitation of persons with industrial accidents is both complex and challenging. A prevalent feeling among professional rehabilitation providers, both public and private, is one of frustration. There is a great deal of uncertainty and confusion regarding the most effective way of returning the individual to employment. Some researchers state that these persons do not return to work simply because it is more financially and psychologically rewarding not to work. Demographic data confirms that workers' compensation claimants, as a group, are less educated, have fewer work skills and have less chance of returning to employment. Employers also have definite biases against hiring persons with Workers' Compensation injuries (Smith and Crisler, 1985).

Historically, providers of job-finding assistance conceptualized the process of matching available labor with job openings in a very

mechanistic fashion. Difficulties in finding a job were viewed as primarily due to lack of accurate and timely information about job openings. As a consequence, most providers, including state employment offices and vocational rehabilitation programs, subscribed to a selective placement model. In this model, a job counselor, armed with information about job openings, assumed primary responsibility for a client's job placement (Gray and Braddy, 1988). The problem with this strategy is that the client takes on little or no responsibility.

DeLoach and Greer discuss the psychological impact of disability from a stress model where disability places adjustive demands (e.g., physical, psychological, social) on the individual that require new beliefs, reactions and skills for coping with the stressor. From this interactive conceptualization of the impact of disability, follows an adjustive model that is based on learning. This model discounts reliance solely on internal psychological processes as sufficient to accomplish adjustment. DeLoach and Greer also view practical information as to how to mange day-to-day living problems as a necessary component for competent handling of the adjustive demands created by a disability. Coping is seen as the development of the new values and goals to replace those that have been lost to the disabled person and the ability to use task oriented approaches

effectively (DeLoach and Greer, 1981).

Psychogogy is a concept describing psychosocial/vocational interventions that are directed toward meeting the unique learning needs presented by disability. Psychogogic approaches are based on an educational model in which the focus is on teaching, prevention, strengthening and guiding. These approaches apply primarily to rehabilitation clients who are psychologically well but encounter situational problems that require help. The psychogogic model utilizes training approaches to develop personal and interpersonal skills to realize life goals and to effectively meet functional challenges (Vash, 1981). Yet this model provides no specific strategies to aid the client in an actual job search.

Results from a study at the Minneapolis Rehabilitation Center indicate the extent to which clients possess deficiencies in job seeking skills. Eighty percent of the clients did not look for work frequently enough, 85 percent could not explain skills to their employers and 40 percent had poor personal appearance or inappropriate mannerisms (Roessler, 1985).

A recent review of the job seeking skills literature indicated that the training should cover the following topics: 1.) where to find good job leads, 2.) instruction on what employers look for in prospective

employees, 3.) how to organize the job search, 4.) instruction on completing job application blanks, 5.) job interview training, and 6.) supervised practice in job seeking (Roessler, 1985).

Roessler takes career development one step further and describes work establishment skills. He feels it is particularly significant to vocational rehabilitation that considerable evidence documents a wide range of work establishment skill deficiencies among rehabilitation clients (Roessler, 1986).

Another intervention strategy has been developed in an effort to enhance inadequate social skills. Vocational rehabilitation clients have frequently been characterized as lacking social skills (Farley and Hinman, 1986). Practitioners recognize that relationship skill deficits can interfere with career success (Roessler, 1983). Personnel managers' preferred selection tool is the employment interview (Farley and Hinman, 1986). Social performance is a major factor assessed during the job interview process (Farley and Hinman, 1986). For instance, studies have concluded that verbal skills, social skills and eye contact are important aspects of interview behavior and may override other factors (Farley and Hinman, 1986). Thus, relationship skill deficits may interfere with job seeking success.

Developing rewarding social relationships and critical thinking is an important part of work establishment. Interpersonal effectiveness on the job involves performances such as: (a) being able to initiate conversations and respond to others, (b) listen while others speak, (c) show interest in what others are saying, (d) express personal feelings, preferences, and opinions appropriately, and (e) join social groups when they are available (Roessler, 1986).

Performance in these four work establishment categories is shaped not only by specific situational demands but also by important personal variables influencing the way in which the worker copes with those demands. An information-processing model of human behavior provides many insights into the variables influencing vocational coping. Because it is based on information processing (input, processing, and output), the social skills model is directly applicable to understanding how individuals generate vocational coping responses (Roessler, 1986).

This social skill model assumes that each situation presents certain demands that the person must understand and respond to in an intelligible (comprehensible to others) and warrantable (permissible and proper) way (Trower, 1982). Responding in an intelligible and warrantable manner begins with accurate input of situational stimuli. Deficiencies in input

skills are associated with breakdowns in goal seeking, lack of social skills, and incompetent performance (Roessler, 1986).

Processing includes identifying alternative plans for goal attainment and selecting the one with the greatest utility (Pervin, 1983). Response search is a process in which the person reviews his or her knowledge of potentially competent responses to isolate those most compatible with task demands (McFall, 1982).

Output is responding behaviorally to situational demands and monitoring the effects of one's behavior (Trower, 1982). Social skills training most frequently addresses this area.

A work establishment training approach must increase the individual's ability to use these information-processing skills in coping with common job demands. For example, to increase their input skills in work establishment situations, individuals can improve their attending behaviors by focusing on what the other person is saying and doing. They can also learn the norms, conventions, or environmental schemata of work situations (Trower, 1982).

As considerable literature on social skills training demonstrates, individuals can learn to enact acceptable behavioral responses. To do so, they must receive instruction (modeling, role play and feedback, and

didactic training) in use of appropriate verbal and nonverbal behaviors (Trower, 1982). This model is limited to an application for social skills training as it does not address job-seeking skills. Therefore, it is not thorough enough for job placement assistance.

Social scientists and providers of job-finding assistance have begun to conceptualize the job-finding process in a more wholistic fashion. Increasingly, they have recognized that success in finding a job is mediated by many personal factors that define job search competence. This conceptualization of the job-finding process and a recognition of the shortcomings of expert-based job placement services led to the development of client-centered job placement approaches (Gray and Braddy, 1988).

Job placement models fitting the client-centered definition stress empowering individuals, particularly marginal labor force participants, to become more competent job seekers. These approaches are learning-based interventions that focus on performance in the job-finding role. In some respects, client-centered placement models can also be thought of as professionally assisted self-help/mutual help models. More importantly, there is growing evidence that several forms of client-centered job-finding assistance are more effective and less expensive than traditional

placement services (Gray and Braddy, 1988).

Research on relatively simple forms of client-centered placement assistance, which primarily involved encouragement and provision of knowledge about sources of job leads and job-seeking techniques via written material, has shown surprisingly positive results (Gray and Braddy, 1988). For instance, Ugland, as cited by Gray and Braddy, provided some vocational rehabilitation clients with a set of job seekers aids (informal job seeking instructions plus a written job search plan-of-action detailing likely employers and names of personnel directors to contact) and found that they obtained significantly more jobs than a services-as-usual control group (1988). In an experimental study, Keith (as cited by Gray and Braddy) also using a hard-to-place population of vocational rehabilitation clients, provided his experimental group with a programmed learning manual which covered job seeking skills. These individuals also obtained significantly more jobs than control subjects (1988). Although these strategies appear to be successful, no specific agenda was addressed in the literature. Therefore, the reader wonders what steps were taken to yield the positive results documented.

The group-format job club program, developed by Azrin and Besalel (1980), is probably the most complex and perhaps most well-known client-

centered job placement model. It incorporates learning techniques, including modeling, role playing, social reinforcement, feedback and instruction, as well as mutual help and support group principles usually found in self-help models, to effect behavioral, attitudinal and motivational change. Recommended program implementation involves highly structured training and job-seeking sessions.

The job club method, as its name implies, is more than the activity of an individual; it is the activity of an individual as part of a group of fellow job seekers, working together under the instruction and encouragement of a leader who provides support, information, facilities and supplies (Azrin and Besalel, 1980). The principal strategy of the job club is that the job seeker treats job finding as a full-time job.

This program which was developed under the premise of rigorous scientific evaluation is a combination of two disciplines: vocational counseling and behavioral psychology. Since the ultimate objective of the vocational counselor is a clearly defined behavioral outcome, finding the client a job, the behaviorist has no difficulty in accepting that outcome as a legitimate target behavior (Azrin and Besalel, 1980).

The most important feature of the behavioral method of counseling found in this job club program is that the couselor have a positive attitude

and use a positive approach with the job seeker. The counselor provides job leads and at no point does he permit the job seeker to view the world as devoid of opportunities for employment. The counselor actively assists members to obtain job leads from want ads, friends, employers and the yellow pages of the telephone directory. The job club style of counseling is characterized by an adherence to standardized procedures, an emphasis on using positive statements and constant encouragement, and an approach to learning by small steps at a time, following highly structured training procedures and an emphasis on final outcome (Azrin and Besalel, 1980).

The job club includes training in such areas as filling out a resume or an application form. It also may include role-playing, such as using the telephone or preparing for the interview. The general counseling style in the job club method is one of continuous encouragement and praise while still being very structured and task oriented. The counselor promotes mutual assistance among group members. He has a single overriding objective of helping each job seeker to obtain a good job and he devotes every moment of the meeting to instructing and encouraging the members in the specific activities that will help them obtain that objective (Azrin and Besalel, 1980).

A variety of group and individual approaches, including job seeking

skills training, job clubs, job retention clubs and labor market and career information services, have been effective in fostering motivation to work and in helping clients obtain and maintain employment. Alston (1986) proposes that computer-assisted instruction may be a more efficient alternative for providing some of the services. The purpose of the computer-assisted instruction system is to assist individuals to develop employability and life skills.

System design requires considerable interaction between the user and the computer, with the user having almost complete control over the system and its options. There are three major content categories in the system: 1.) the job search-finding a job and getting hired, 2.) developing good work habits, and 3.) enhancing personal and life skills (Alston, 1986).

When using a computer-assisted instruction system, the nature of counseling intervention generally depends on the intellectual and physical capabilities of the client. Utilization of a system with demands beyond the capabilities of the client can exacerbate the clients' problems or decrease the effectiveness of the system. For example, if a client is intellectually incapable of comprehending the basic concepts or procedures involved in using a computer application, excessive anxiety, misconceptions, or misunderstanding may develop and reduce the benefits

received from the resource (Alston, 1986). Therefore, it is the responsibility of the counselor to determine the type and scope of intervention.

It should be noted that using counselors to input data for the disabled client can limit the effectiveness of a computer-assisted instruction system since there are potential problems associated with the transfer of information from the client to the counselor for input to the computer. Many clients lack the ability to articulate appropriate information for computer entry and rehabilitation counselors lack the means to receive such information accurately. Other disadvantages associated with this program are high reading demand for operation and cost to acquire such a system (Alston, 1986).

Some recent success has been achieved through use of a treatment regimen involving verbal instruction, modeling, behavioral rehearsal, and response feedback. One such intervention, Relationship Skills for Career Enhancement, was developed with a heterogenous group of severely disabled clients. This model has shown promise in enhancing the employability of persons with disabilities (Farley and Hinman, 1986).

This program has four major components. The first, relaxing yourself, is designed to teach participants quick relaxation techniques . The second

component, understanding others, is designed to teach participants how to communicate interest and respect to others, observe body language, actively listen, and verbally communicate understanding to others . The objective of asserting yourself, the third component, is to teach participants how to become aware of their own interpersonal style and to assert their rights without infringing on the rights of others. The final component, managing conflicts, is designed to prepare participants to integrate the previously learned skills and to apply them in conflict situations (Farley and Hinman, 1986). While this model focuses on social skills, it does not address actual job seeking skills.

This writer combined two strategies presented above. The first was Azrin and Besalel's job club method. This strategy was chosen for several reasons including low cost, proven effectiveness, structured training, mutual support of multiple clients, client-centered philosophy and its primary objective being attainment of a job.

The second strategy used was Roessler's vocational/social skills training incorporating critical thinking skills. This strategy was selected because the ability to adjust to work demands and have work establishment skills is vital to job placement. As documented earlier, job finding encompasses many factors such as interpersonal effectiveness,

adjustive abilities, and organizational skills, as well as vocational skills. Therefore, this writer chose this strategy as an adjunct to the job club method in an effort to increase job placement.

CHAPTER III

Method

The selected solution strategy took place over twelve weeks. Each session was two hours. Items provided as part of the program were want ads, telephones, telephone books, and typing and photocopying as appropriate. The agreement was that the rehabilitation specialist was responsible for help in finding job leads, assistance in contacts, and interview preparation. The claimant was responsible for proper attendance, with absences phoned in with plausible excuse and cooperation with procedures suggested by the rehabilitation specialist. Attendance was poor and cooperation was mixed, so alternative strategies were used. This writer often provided transportation to and from sessions to increase attendance. When this was not possible, individualized make-up sessions were done privately with each claimant. One of the most plausible reasons for the poor attendance and lack of cooperation is that normally the rehabilitation specialist goes to each claimant's home or locale to provide vocational assistance. This program, based on group support, required each claimant to travel to a central location.

In the first session, the specialist-job seeker agreement (Appendix A:36) was presented and the job club program was explained. The claimants were given the following tests (Pitman Learning Incorporated, 1982): job search pre-test (Appendix B:37), job application pre-test (Appendix C:39), and interview skills pre-test (Appendix D:42). During this initial session, the rehabilitation specialist ascertained what physical restrictions the claimant had as outlined by his or her physician.

In the second session, job seeker introductions were done. Members introduced themselves and stated their job interests. The rehabilitation specialist helped to expand and clarify job interests. It was the goal here to have each job seeker identify three possible areas of interest for jobs. Job seekers brainstormed with each other to facilitate this process. When appropriate, an interest inventory checklist was administered. The rehabilitation specialist explained the benefit of group process and mutual assistance. In this session, the want ads were introduced as a source of current job leads. The rest of the time was spent reviewing the want ads and contacting employers.

The third session began the actual job seeking skills training. Sources for job leads were reviewed: newspaper, friends, telephone books, state employment agency (Job Service of Florida), leads from each other,

employers, and leads from past job seekers. Job seekers were urged to consult the newspaper daily and to read every ad, not being overly cautious about the stated qualifications. Instruction was done on what employers look for in prospective employees such as punctuality, neatness, cleanliness, eye contact and appropriate responses to questions. In the fourth session, the job resume was discussed and the rehabilitation specialist helped each job seeker develop and prepare his own resume based on his strengths. The resume included employment skills, previous employers, educational achievement, personal information, hobbies and special interests, and character references as appropriate. The specialist looked for problems and assisted each member to avoid damaging or misleading information, in an effort to have positive and appealing resumes. At this time, each member had their resume available to send to prospective employers.

The fifth session focused on organizing the job search. The job search log form (Appendix E:45), which is required by the insurance company, was reviewed to ascertain that the job seekers were completing them accurately. It was stressed to always keep all pertinent information together such as resume, past employers, names and numbers of references, job search log form, and possibly a sample application to

expedite filling out an application before an interview. Responding to the want ads in writing was discussed, and an example of a cover letter to be used with a resume was presented. It was expected that each job seeker make five employer contacts with the rehabilitation specialist's supervision. As necessary, the specialist gave job leads to members.

In the sixth session, role-play for employer telephone contact was done. First, easy telephone contact was role-played. Second, difficult telephone contact was role-played. Areas that were emphasized were introductions, asking for specific name or department head, giving qualifications, and asking for an interview. Role-playing was done multiple times so that each job seeker had an opportunity to be a prospective employee as well as an employer. Unfortunately, role playing was done on an individual basis instead of being done in a group, as attendance was too poor. There was also problem-solving as difficult situations occured and the rehabilitation specialist and claimant brainstormed to come up with appropriate answers. The want ads were reviewed and five additional contacts with employers were made.

The seventh session began the interview skills training. The employment application was discussed and practiced. The specialist explained how to help with problems with past work history, such as

making use of the phrase "self-employed", to try for a continuous employment record. Each application was reviewed looking for problems. It was explained to leave answers blank when damaging or misleading, such as felony charges, disability, mental history, and collection of workers' compensation, until asked about in an interview. Role-play phone calling was done again and each member made at least five employer contacts. It was also expected that each job seeker was going on some interviews.

In the eighth session, the interview was rehearsed. Typical interview questions were discussed as well as appropriate answers or responses. Some of the questions discussed were: have you ever done this kind of work before? why do you want to work here? why did you leave your last job? what kind of salary do you need? how is your health? and tell me about yourself? It was explained that each job seeker should present himself as having a strong interest and enjoyment in work plus the positive features that he sees himself as bringing to a company. Job seekers were encouraged to point out how well they could function despite their handicap. Members were instructed on things to avoid such as high salary requests, saying that they were fired or left because of their workers' compensation injury, and instructed on how to come across

positively. Each job seeker was then asked to make at least five employer contacts.

The ninth and tenth sessions encompassed mock interviews. The rehabilitation specialist practice mock interviews with each claimant individually. The situation was briefly described, stating the job that was sought and any other conditions. The job seeker role-played from the time he entered the employer's office. It was important that hand shakes, proper manners, eye contact and addressing a person by name were all observed. The interviewer started asking some of the most commonly asked questions and the interviewee responded. At the end of the mock interview, the rehabilitation specialist gave positive feedback and offered suggestions on how the interviewee could have improved his performance. The job seekers then reviewed the want ads and made five employer contacts and went on any resulting interviews.

In the eleventh session, feedback was obtained. Each job seeker shared what he had accomplished and any problems that he had run into in his job search. The specialist supported positive steps, helped offer suggestions, and problem-solved. The job seeker continued to make at least five employer contacts per job club session. When a job wass obtained, the specialist sent a letter to the member offering

congratulations.

The twelfth session consisted of the following tests: job search post-test, job application post-test, and the interview skills post-test. At this time, anyone who did not have a job was encouraged to stay in touch with the group and rehabilitation specialist.

CHAPTER IV

Results

In evaluating the results of this program, five outcome objectives were outlined to measure the results. Initially, this writer hoped to have a large group of claimants to draw from. At the initiation of the program, this rehabilitation specialist had approximately 35 claimants of which only 11 were in a vocational status or able to work. Of these 11 claimants, five were represented by attorneys that refused to let their clients participate in this program. Thus, this rehabilitation specialist had only six claimants to work with, all of whom completed the program.

At the onset of the program, all of the claimants were unsure what they wanted to do since they could not return to their pre-injury occupation. With brainstorming, assessment of physical restrictions and the use of an interest inventory, as needed, 100 percent of the claimants were able to identify at least one suitable career or job title as defined by the Dictionary of Occupational Titles. Thus, the first outcome objective was met early in the program.

Each claimant took three pre-assessment tests and three post-assesment tests. Each test was scored on a scale of zero to one hundred.

Each answer was worth equal value. The total number of correct answers was divided by the number of total possible answers to yield the appropriate percentage grade score. Each test score was separate and independent of each other. The post-test results were compared to the pre-test results. The first test was the job search pre-test. The percentage scores were as follows: 100, 95, 90, 90, 85, and 85. The job search post-test scores were: 100, 100, 100, 100, 100, and 100. Thus, 33 percent of the claimants were able to increase their score by 15 percent. The other 66 percent of the claimants reached the maximum score without being able to obtain a 15 percent increase, as their pre-test scores were high. Therefore, the outcome objective of 80 percent of the claimants increasing their score by 15 percent was not met as outlined by this writer. Possibly, the outcome objective could have been worded differently to reflect the end result better.

The second test, the job application pre-test, yielded the following scores: 95, 85, 80, 80, 80, and 80. The post-test results were: 100, 100, 100, 95, 95, and 95. This outcome objective was met since 83 percent of the claimants were able to increase their score by 15 percent. The only claimant that was not able to obtain a 15 percent increase reached a maximum score of 100 with a five percent increase.

The final test, the mock interview skills pre-test, had the following scores: 100, 100, 100, 90, 90, and 90. The post-test results were: 100, 100, 100, 100, 100, and 100. This outcome objective was not reached since zero percent were able to reach a 15 percent increase before reaching a maximum score of 100 percent. Eventhough the objective was not reached, the scores certainly reflect interview skills success.

The final objective, obtaining a job as demonstrated by active gainful employment, was met. Fifty percent of the claimants are currently working in appropriate jobs within their physical restrictions. This outcome far surpassed this writer's expectation of 20 percent placement. This objective was by far the most important part of this program as job placement is the ultimate goal of the job club.

CHAPTER V

Recommendations

After evaluation of the results, it is clearly evident that this type of program is successful in increasing job placement and job-seeking skills. This program could be used in a variety of settings with various clientele. Job club programs could especially target populations that have few transferrable skills and lack resources to be competent in the job search market. Clients could include Workers' Compensation claimants, unemployment recipients, disabled individuals, and any person seeking gainful employment.

This rehabilitation specialist has already shared the results of this program with 30 state-wide colleagues by giving a lecture at the insurance company's seminar. This writer shared the alarming statistics that identified the problem, the solution strategy, how the program was implemented and finally the results. Each colleague was encouraged to use the strategies described whether they be done in an already existing job club or on an individual basis.

In closing, this program has far reaching implications for increasing job-seeking skills and job placement. When one considers a national

unemployment rate of almost six percent, this program certainly has a broader potential for use than solely being used in the Workers' Compensation industry.

Appendices

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Appendix A

Specialist-Job Seeker Agreement

This agreement is not a legally binding document. Its purpose is to provide a complete understanding by the counselor and the job seeker as to what they can expect of each other and to assure each of them that they have a sincere commitment and intention to carry out their responsibilities. The agreement will be read aloud and questions about any part of it are discussed.

Duties of the specialist:

1. To provide you with job leads.
2. To provide necessary photocopying.
3. To provide a telephone for your use.
4. To provide typing service for your resume and letters.
5. To provide you with the necessary newspapers and phone books.
6. To provide you with job interview practice.
7. To provide you with practice for employer phone calls.
8. To help you write a resume.
9. To never give up on you and to always be ready to assist you.

The principal duty of the job seeker is to carry out the instructions of the counselor quickly and completely and to consider the job search as a full time job.

Duties of the job seeker:

1. To attend the meetings each day and be on time.
2. To call beforehand if you absolutely can not attend a meeting.
3. To carry out home assignments, such as visiting an employer.
4. To rearrange your home schedule so that your day can be spent on the job search.
5. During sessions, to help others in their job search as they help you.
6. To be honest with the leader.
7. To continue attending sessions until a job is definite.
8. To notify the job counselor of any job placement.

As counselor of the job club, I agree to do everything possible to provide the services listed above.

_____

As a member of the job club, I agree to do everything possible to perform the activities listed above.

_____

OCCUPATIONAL KNOWLEDGE
JOB SEARCH

Pre/Posttest

Page 1 of 2

Name _____

A. Help Wanted Ads

Read these 2 help wanted ads.
Then answer the questions about them.
Write A or B in each blank.

A

DRIVER. MORNINGS ONLY. $8/hr. Call Janet bet. 10–3. 988-2391.

B

SALES TRAINEE. Large toy co. Apply in person. Better Toys, 1120 Market.

1. _____ Which job is for only part of the day?
2. _____ Which ad does not say anything about money?
3. _____ Which ad gives an address to go to?
4. _____ Which ad names a person to call?
5. _____ Which ad gives the hours to answer it?

B. The State Employment Agency

Mark the best ending for each sentence.

1. The state employment agency is listed in
   _____ only the white pages of the telephone book.
   _____ both the Yellow Pages and the white pages.
2. The state employment agency
   _____ charges a fee to help you find a job.
   _____ is free.
3. The people who help you find jobs are called
   _____ job counselors.
   _____ job hunters.
4. A job bank lists
   _____ job openings.
   _____ employment agencies.
5. The state employment agency can tell you about
   _____ jobs in other countries.
   _____ job training programs.

OCCUPATIONAL KNOWLEDGE
JOB SEARCH

Pre/Posttest

Page 2 of 2

Name _____

C. Private Employment Agencies

Circle T for the true sentences.
Circle F for the false sentences.

1. T F Private employment agencies are usually free.
2. T F Private agencies often put ads in the Help Wanted part of the newspaper.
3. T F The contract you sign at a private employment agency tells you the fee you must pay.
4. T F If you don't want to, you don't have to pay a fee if the agency finds a job for you.
5. T F An agency will set up several job interviews for you.

D. Company Personnel Offices

Mark the best ending for each sentence.

1. Company personnel offices take care of
   _____ hiring workers.
   _____ business with other companies.
2. You can find the names of companies you want to work for in
   _____ a bank.
   _____ the Yellow Pages.
3. In the personnel office, you must fill in
   _____ an application form.
   _____ a listing for the Yellow Pages.
4. In an interview, you answer questions about your
   _____ friends.
   _____ work experience.
5. Sometimes a company puts your application
   _____ in the classified ads.
   _____ on file.

(Pitman Learning Incorporated, 1982)

OCCUPATIONAL KNOWLEDGE
JOB APPLICATION

Pre/Posttest

Page 1 of 3

Name _____

A. Job Application Forms

Mark the correct ending for each sentence.

1. A job application form tells your
   - _____ job history.
   - _____ ideas about the company.
2. Some of the questions on a job application form ask about
   - _____ the things you own.
   - _____ your training.
3. A job application form also asks about your
   - _____ education.
   - _____ children's ages.
4. The best way to fill out a job application form is to
   - _____ print neatly.
   - _____ have someone do it for you.
5. You should use a
   - _____ pencil.
   - _____ pen.

OCCUPATIONAL KNOWLEDGE
JOB APPLICATION

Pre/Posttest

Page 2 of 3

Name _____

B.–E. Filling Out a Form

Here is page 1 of a job application form.
Fill in your own facts on it.
Mark N/A when you have no answer.

Date _____ Month Day Year

Name _____ Last First Middle

Social Security Number _____

Address _____ Number Street City State ZIP Code

Telephone Number _____

Male ☐ Female ☐ Age Under 18 ☐ Over 65 ☐ Citizen Yes ☐ No ☐ Country of Birth _____

Marital Status Single ☐ Married ☐ Divorced ☐ Widowed ☐ Number of Children _____

Were you ever a member of the military? Yes ☐ No ☐

Branch _____ From ____ / ____ To ____ / ____

Last Rank _____ Kind of Discharge _____

Kind of Work Wanted _____ Full Time ☐ Part Time ☐ Days ☐ Nights ☐ Weekends ☐

Date You Can Start _____ Salary Wanted _____

SKILLS

☐ Filing	Office Machines	Other Skills
☐ Typing	_____	_____
wpm ____	_____	_____
☐ Mail Room	_____	_____

Continued

OCCUPATIONAL KNOWLEDGE
JOB APPLICATION

Pre/Posttest

Page 3 of 3

Name _____

Here is page 2 of the form.
Fill it out.

Please list 2 references.

Name	Address	Occupation	Years Known
_____	_____	_____	_____
_____	_____	_____	_____

EDUCATION

Schools	Address	Dates Attended	Subjects
Grammar School _____	City _____ State _____	From ___ / ___ To ___ / ___	
High School _____	City _____ State _____	From ___ / ___ To ___ / ___	_____
Trade or Business School _____	City _____ State _____	From ___ / ___ To ___ / ___	_____
Other Training _____	City _____ State _____	From ___ / ___ To ___ / ___	_____

EMPLOYMENT

Dates Worked	Company	Person You Worked For	Kind of Work	Reason for Leaving
From ___ / ___ To ___ / ___	Name _____ Address _____			
From ___ / ___ To ___ / ___	Name _____ Address _____			

(Pitman Learning Incorporated, 1982)

OCCUPATIONAL KNOWLEDGE
JOB INTERVIEW

Pre/Posttest

Page 1 of 3

Name _____

A. Job Interviews

Circle T for the true sentences.
Circle F for the false sentences.

1. T F A job interview is a talk between you and the person in charge of hiring.
2. T F It's a good idea to say nothing about your past jobs in an interview.
3. T F It's important to ask about the duties you'll have on the job.
4. T F The interviewer learns a lot about you from the way you act.
5. T F An interview is not really very important in getting a job.

B. Getting Ready

Mark the right answer for each of these.

1. Neil's interview is at a company he has never heard of. What should he do?
   _____ try to find out what he can about the company
   _____ just hope the company is the kind of place he wants to work for
2. Anita is thinking about the questions the interviewer might ask her. She should be ready for this one.
   _____ What don't you like about this company?
   _____ What skills do you have for the job?
3. Barbara has an interview at 8 in the morning. But there's a good show on late TV. What should she do?
   _____ turn off the TV and go to bed
   _____ not worry about her sleep

OCCUPATIONAL KNOWLEDGE
JOB INTERVIEW

Pre/Posttest

Name _____

4. Della is going to a job interview with an insurance company. Which of these should she wear to the interview?

_____ _____

5. Roberto drove Karen to her job interview. What should he do now?

_____ go in with her

_____ wait in the car

C. During the Interview

Read each sentence. Then **think.**
If it tells something you should do, circle DO.
If it tells something you shouldn't do, circle DON'T.

1. Jose looks at the floor and says his name in a low voice.

   DO DON'T

2. Thelma smiles as she answers the question.

   DO DON'T

3. Sam gives a nervous laugh every time he finishes talking.

   DO DON'T

4. Gail calls the interviewer David and keeps asking when she would start the job.

   DO DON'T

5. Judy begins to answer before she hears the end of the question.

   DO DON'T

OCCUPATIONAL KNOWLEDGE
JOB INTERVIEW

Pre/Posttest

Name _____

6. Ahmed explains his duties on his last job.

   DO DON'T

7. Lin lists the office machines he can use.

   DO DON'T

8. Maria tells the interviewer she has no money and really needs the job.

   DO DON'T

9. James asks 2 questions. The first is about work breaks. The second is about days off.

   DO DON'T

10. Penny thanks the interviewer and says she is interested in the job.

    DO DON'T

(Pitman Learning Incorporated, 1982)

WORK SEARCH REPORT

During the two week period claimed, I have attempted to find employment within my physical and vocational capabilities at each business listed below, each employment agency listed below and the Job Service of Florida location listed below.

DATE	JOB APPLIED FOR	PERSON CONTACTED	NAME, ADDRESS AND PHONE NUMBER OF COMPANY	RESULT OF CONTACT

(Florida Department of Labor and Employment Security Division of Workers' Compensation, July 1990)